'With Jesus we can achieve what we dream and believe'

School Mission (Spring 2015)

# Behaviour Policy, Management & Guidance

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This policy will be reviewed annually by the full governing body

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Date of Next Review: July 2020

*St. Michael's Catholic Primary School is committed to providing a safe and secure environment for all.*

With Jesus we can *achieve* what we *dream* and *believe'*

## Overview

In St Michael's we strive to provide a caring ethos where everyone in the school community feels safe, confident, valued and respected. By promoting an environment where everyone can live and work together in a supportive way, enables all to reach their full potential, emotionally, socially and intellectually.

St Michael's is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. Our behaviour policy guides staff to teach self-discipline not blind compliance. It echoes our core values with a heavy emphasis on respectful behaviour, a partnership approach to managing poor conduct and dynamic interventions that support staff and learners.

Outstanding behaviour is central to all we do at St. Michael's. High standards of behaviour will be expected and promoted at all times in lessons and throughout every aspect of the school's life. All members of staff will set high standards and learners will be given clear guidance on what is expected of them.

By being good role models and rewarding pupils, it enables us to promote positive behaviour. We will work in partnership with parents to ensure that the school's values become central to the lives of learners. Home and School Agreements will promote this policy.

### Aim of the policy
- To create a culture of exceptionally good behaviour: for learning, for community for life
- To ensure that all learners are treated fairly, shown respect and to promote good relationships.
- To refuse to give learners attention and importance for poor conduct
- To help learners take control over their behaviour and be responsible for the consequences of it.
- To build a community which values kindness, care, good humour, good temper, obedience and empathy for others.
- To promote community cohesion through improved relationships.
- To ensure that excellent behaviour is a minimum expectation for all.

We are currently in the process of becoming a Thrive School. This is a therapeutic approach to help support children with their emotional and social development. The Thrive approach offers practical strategies and techniques and is built around online assessments which identify children's emotional development and provides action plans for their individual needs. This will begin in September 2019.

## Our 3 school rules:

Every class will display and promote the following school rules:

- Be Ready
- Be Respectful
- Be Safe.

## Purpose of the policy

**To provide simple, practical procedures for staff and learners that:**

- Recognise behavioural norms
- Positively reinforces behavioural norms
- Promote self-esteem and self-discipline
- Teach appropriate behaviour through positive interventions

## Strategies

Our behaviour policy is based on the **Five Pillars of Pivotal Practice**



Adult Behaviours *"When the Adults Change Everything Changes'* (Paul Dix, Pivotal Education)

1. The school rules will be promoted at all times by the whole school community.
2. Boundaries and guidelines of acceptable behaviour will be clear and concise.
3. All staff will expect high standards of behaviour at all times.
4. Children will be taught to be polite, respectful, well-mannered and well-behaved.
5. In line with our mission statement, this policy will be used sensitively and consistently by staff to encourage and promote outstanding behaviour encouraging our children to think about 'What would Jesus do?'
6. Each member of staff is held responsible for the behaviour of the children in their care.
7. Where a member of staff is experiencing difficult behaviour in their classroom, they will discuss it with the Senior Leadership Team, who will agree an appropriate strategy of help and support.

8. Parents will be involved at an early stage where a learner is experiencing problems with    behaviour.
9. When there is a serious problem with a learner's behaviour, the headteacher will, where   appropriate, involve outside agencies.
10. In extreme cases, when a pupil fails to respond to the help, support and other interventions they have received, it may result in the child being excluded from school by the headteacher in accordance with the Local Authority Guidelines (hard copies of this are available in our school office).

### Expectations of Adults (Appendix i)

At St Michael's, we expect **all adults** to demonstrate the following behaviours: calmness, consistency, positivity, kindness, laughter, gentleness, supportive, respect given no matter what **and praise good conduct publicly.**

Adult behaviours we **don't expect to see** are: aggression, shouting, negativity, humiliation and **reprimanding in public.**

### All staff

1. **Meet and greet** at the door.
2. Refer to '**Ready, Respectful, Safe'**
3. **Model** positive behaviours and build relationships.
4. **Plan** lessons that engage, challenge and meet the needs of all learners.
5. Use a **visible recognition** mechanism throughout every lesson.
6. Be **calm** and give 'take up time' when going through the steps. Prevent before sanctions.
7. **Follow** up every time, retain ownership and engage in reflective dialogue with learners.
8. **Never ignore** or walk past learners who are behaving badly.

### Middle Leaders

Middle leaders are not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to the leaners.

### Middle leaders will:

• Meet and greet learners at the beginning of the day.
• Be a visible presence in and around the school to encourage appropriate conduct.
• Support staff in returning learners to learning by sitting in on restorative conversations.
• Encourage use of Positive Notes and Positive Phone Calls.

### Senior Leaders

Senior leaders are not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to the leaners.

### Senior leaders will:

• Meet and greet families at the beginning of the day on the school gate.

• Be a visible presence around the school and especially at transition times.
• **Celebrate** staff, leaders and learners whose effort goes **above and beyond** expectations.
• Regularly share good practice.
• **Support** middle leaders in managing learners with more complex or entrenched negative behaviours.
• Regularly review provision for learners who fall beyond the range of written policies.
• Carry out regular learning walks to support, coach and model expectations.

## Recognition and Rewards

At St Michael's we believe that time should be spent celebrating the good behaviour of children across the school and we recognise and reward learners who go **'above and beyond'** our standards. (See appendix ii)

We use a range of positive recognition strategies to reinforce expected behaviour, so that all children develop their self-esteem and sense of self-pride.

❖ Rewards in individual classes consist of: verbal praise, encouragement stickers and certificates. Teaching Assistants work with the class teachers to support this positive ethos. Children will be regularly and consistently praised for behaving in the right way, being polite and demonstrating the school's Catholic ethos. We recognise that the use of praise in developing a positive atmosphere in the classroom cannot be underestimated and can be as effective as a larger, more public reward.

❖ Positive postcards/phone calls home: these will be given each week to members of the class who have gone **above and beyond** that week.

❖ When a pupil produces outstanding work they will visit the headteacher and copy of the work will be placed in.............

❖ Weekly recognition of children who demonstrate going **'above and beyond'** the standard of behaviour we expect, will be invited to Hot Chocolate Friday and they will take home a souvenir photograph of the occasion.

❖ Positive Recognition Boards displayed in each class demonstrate the words, thoughts and actions of pupils who go **above and beyond** our standard. (See full list of rewards: Appendix iii)

## Safeguard Software

Safeguard is our school's online behaviour record which is used by staff member to log behaviour incidents that arise in school. Each staff member has their own personal log in and every child is on the system.

## Managing Behaviour

De-escalation of inappropriate pupil behaviour by staff avoids low-level behaviours escalating and becoming more serious. When pupils are behaving in a way that is not appropriate, staff should use a range of strategies to support the pupil to get back on track without giving attention to the negative behaviour. Engagement with learning is always our primary aim. For the vast majority of our learners a gentle reminder is all that is needed. See appendix iv for **'Practical steps in managing and modifying poor behaviour.'**

If a range of strategies, such as those described above, have been implemented and have not had the required impact, staff should get alongside the pupil and deliver a positive and supportive "script". Staff will create a script that they feel comfortable with. An example of this could be:

1) *I've noticed that ….* (you are not ready to learn), reference previous good behaviour
*2) I need you to … (give pupils choices, phrase the choices so that whatever the choice the pupil makes it will be the right choice)*
3) I *know you can do this/..you are better than this/ /thank you for listening*

This should be no more than a 30-second intervention. The shorter the intervention, the less likely a member of staff is to "improvise". Staff will then walk away and give pupils time to think and act positively. (Appendix vi)

**Important note**
For some pupils, especially those with complex needs, including SEMH, the generic behaviour system/routines does not meet their individual support requirements. These pupils have an individual tailored behaviour plan developed for them to meet their individual needs by Mrs Birch, Pastoral Manager. These plans are regularly reviewed and shared with the child, parents and staff. All staff are responsible to follow the plans consistently, correctly and to support or request updates when required.

**Serious Incidents**
Depending on the age of the children these incident will be dealt with at the discretion of the school staff. All serious behaviour matters must be referred immediately to the Headteacher or SLT.
Such incidents could include:
- Fighting
- All forms of bullying
- Racist or homophobic comments
- Inappropriate name calling
- Answering adults back
- Using abusive/offensive language
- Physically striking adults

**Bullying** (see Anti-Bullying Policy and Pastoral Care Policy)
Bullying is the systematic, long term, mistreatment of one child by another child or group of children. The mistreatment may be physical or emotional, often both. All members of staff must recognise that incidents of bullying may occur in school, particularly in the playground. It is essential that all staff remain vigilant, as bullying is most usually a covert activity causing tremendous distress to the victim and potential (psychological) damage to the perpetrators who need to understand that their behaviour is totally unacceptable.

The concept of bullying, the fact that it is not acceptable in school, for whatever reason, and the need to tell an adult if it is happening, is discussed with the children as part of the school's Health Education and Personal and Social Development programmes.
Incidents of bullying should be dealt with immediately and reported to the Headteacher who will, when appropriate, inform the parents of the children involved. All children involved will be provided with support from a learning mentor.

## Consequences
When pupils have been given the support and opportunities to make the right choices but do not modify their behaviour, staff will use the agreed consequences. See appendix v for the **Consequences Chart.**

## Restorative Conversation:
A restorative conversation needs to take place between an adult and the child at the end of the lesson in which they received a reflection. This must include the adult that has dealt with the behaviour. Another colleague or line manager could support this. This should take the form of a coaching conversation for the pupil. Staff will have a script for the restorative conversation that they feel comfortable with. The restorative conversation is:
1) What happened?
2) What were you thinking at the time?
3) How did this make people feel?
4) Who has been affected?
5) What should we do to put it right?
6) How can we do things differently in the future?

**In line with the DfE guidelines, schools can use reasonable force to:**

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;

- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;

- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;

- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground;

- restrain a pupil at risk of harming themselves through physical outbursts.

## Searching

School staff can search a pupil for any item if the pupil agrees. Headteachers and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item.

## Dangerous Items Prohibited in School

Illegal drugs and 'legal highs' and any equipment associated with drug taking. Guns, including toy/ mock ones. Knives and other offensive weapons . Fireworks or any other explosive or flammable items. These items are to be given straight to the headteacher who will deal with them. The school reserves the right to inform the police if dangerous items are brought onto the school premises

## Banned Items:

Any products containing solvents. Aerosols, matches, lighters and cigarettes. Electronic/battery computer games, devices and gadgets. Excess jewellery (see uniform policy) Energy drinks, i.e. those with a high caffeine content such as Red Bull or Monster Boost. Mobile phones. **Note**: Year 6 are allowed mobile phones in the Summer term as they are allowed to walk home by themselves, with parents written consent. These must be handed into to the office at the beginning of the day and then collected at the end of the day.

Procedures for staff - if a member of staff finds a pupil in possession of a dangerous item they should immediately confiscate it and inform the Headteacher. If a pupil is found in possession of a banned item staff will confiscate it and bring it to the office for safe-keeping.

## Governors

The Governors will ask the headteacher each term about any problems with behaviour. The headteacher, together with the Pastoral Lead, prepares a report on behaviour at full governors meetings. Behaviour/Safeguarding is a standing item at these governors meetings.

If necessary, Governors may attend a discipline committee meeting with the parents of children who are having problems with behaviour.

## Outcomes

This policy will promote the excellent ethos of the school. It will ensure that children and staff are happy and that they enjoy coming to school. It will underpin excellent teaching, learning and progress. It will promote the high standards and high expectations set out in the school's aim and rules of conduct. It will be used to promote community cohesion. A one page summary of this policy will be displayed in every classroom see appendix vii

**Reviewed and adopted by the Governing Body on: _____**

**Signed by Chair of Governors: _____**

*'When the Adults Change, Everything Changes'*

# Desirable and Undesirable Adult Behaviours

| Adult behaviours we don't want to see | Adult behaviours we want to see |
| --- | --- |
| Judgemental<br>Inconsistency<br>Over reaction<br>Negativity<br>Moaning<br>Shouting<br>Humiliation<br>Sarcasm<br>Aggression<br>Shaming<br>Shushing<br>Talking about children in their presence Negative body language<br>Creating/making drama | Calmness<br>Consistency<br>Kindness<br>Empathy<br>Caring<br>Fairness<br>Positivity<br>Helping each other<br>Laughter<br>Nurturing<br>Complimenting<br>Supportive<br>Humour<br>Forgiveness<br>Gentleness<br>Respect given no matter what<br><br>Promote in Circle Time/Show and Tell, Restorative Practice/Collective Worship |
| **Reprimand in private** | **Praise in public** |

# Expectations of Behaviour at St. Michael's
# THE STANDARD

At our school, we want to reward our pupils for going **'above and beyond'** the expected standard of behavior. This expected standard is listed below:

- Follow our 3 school rules: SAFE, RESPECTFUL, READY

- Have 97% attendance or more

- Walk safely around our school

- Show good manners & be polite

- Wear our school's uniform with pride (including PE. Kit)

- Listen carefully & follow instructions

- Care for everyone in our school & everything in it

- Be helpful to everyone

- Kind words, kind hands, kind feet

- Complete tasks to the best of your ability (including homework)

- Listen to one another

- Try your best

- All forms of bullying are unacceptable

- Best handwriting & presentation in all work (including homework)

# New Behaviour Policy Rewards

| Established Rewards | New Rewards |
|---|---|
| • Headteacher Awards – Gospel Values, mission statement etc.<br>• Verbal Praise<br>• Prefects/Ambassadors/School Council<br>• Pupils chosen to represent the school at events/trips/competitions<br>• Attendance badges/certificates | Meet & Greet at classroom door every morning<br><br>Hot Chocolate Friday awards (1 per class over & above)<br><br>Personalised Above and Beyond postcards home (1 per class over & above)<br><br>Above and Beyond Certificates (1 per class over & above)<br><br>Positive phone calls home (1 per class over & above)<br><br>Positive Recognition Boards<br><br>Praise in Public<br><br>Staff Recognition Board |

# Practical Steps in Managing and Modifying Poor Behaviour

Learners are responsible for their behaviour. Staff will deal with behaviour without delegating using the steps in behaviour for dealing with poor conduct.

| Steps | Actions |
|-------|---------|
| 1) Encourage-ment | Gentle encouragement, a 'nudge' in the right direction, small act of kindness. |
| 2) Reminder | A reminder of the expectations **READY, RESPECTFUL, SAFE** delivered privately wherever possible. Repeat reminders if necessary (up to 3 reminders). Deescalate and decelerate where reasonable and possible. Take the initiative to keep things at this stage. |
| 3) Warning | A clear, verbal warning delivered privately (side on/child's level) making the learner aware of their behaviour (use '**I've noticed…**') and clearly outline the consequence if they continue (time out – step 4) |
| 4) Time Out | Give the learner a chance to reflect away from others (preferably within the room). Speak to the learner privately and give them a final opportunity to engage. Offer a positive choice to do so learners should only stand outside classrooms if they need to cool down and/or defuse a situation. In general,  5 minutes should be enough. |
| 5) Time Out Next Door | At this point the learner will be referred internally to the classroom next door for the remainder of the lesson. |
| 6) Repair | A restorative meeting should take place before the next lesson. Staff take responsibility for leading these, receiving support from middle leaders/SLT when requested. Follow the agreed Restorative Questions during this conversation. All internal referrals must be recorded on Safeguard. |
| 7) Meeting with child | A meeting with the teacher, pupil and member of SLT. Recorded on Safeguard with agreed actions. |
| 8) Meeting with Parent/carer | A meeting with the teacher, pupil and member SLT. Recorded on Safeguard with agreed actions. Could lead to TAF meeting or other referrals. |

Appendix v

# St Michael's Catholic Junior School - Consequences

| Behaviour | Consequence | Next Steps |
|---|---|---|
| **Swearing, Fighting or Physical Aggression** | Follow step 6 & 7<br>Pupil will miss outdoor play with peers at break and lunch the following day/s (depending on whether it is a first time fight or not). Possible internal exclusion or fixed term exclusion. | Log on Safeguard.<br>Arrange a meeting with parents/carers and set actions.<br>During exclusion from the yard, children will work with a learning mentor and complete the following:<br>1) Agree to do something to 'make up' with other pupil/s<br>2) Research age appropriate topics eg. What makes a good friend, respect, Anthony Walker or other such topics<br>Pastoral support if required. |
| **Racist & Homophobic comments** | As above<br>Details which emerge from restorative meeting will determine a next step consequence. | As above.<br>Log with the authority.<br>Pastoral support if required. |
| **Continually ignoring instructions** | Follow step 6 & 7 | Parents informed.<br>Pastoral support if required. |
| **No homework** | Every pupil is given 1 chance to return the completed homework the following day.<br>If the pupil fails to return homework after this chance, they will stay in at break time **in their own classroom** with their **teacher or LSA** and complete the homework then. | Log missed homework privately in teacher's mark book.<br>If happens twice in half term, class teacher to contact parents. |
| **No PE kit Incorrect uniform** | Give them a spare kit.<br>Reminder for a reasonable timescale for correct uniform/kit to be worn. | Log it privately in teacher's book<br>Send letter home if this occurs twice in ½ term (adjust the letter accordingly) |

# 30 seconds scripted intervention

- Done discreetly with a pupil

- "I noticed you have chosen to…(turn around during teacher talk, get out of your chair without permission, refuse to begin the task")

- "That was the agreed rule about…that you have broken."

- "You have chosen to … (answer back , refuse to work)"

- "Do you remember when you were brilliant…last week or last lesson?" or " Look at the rest of the class-perfect silence all working hard)"

- "That is the _(child's name)_ I want to see today!"

- "Thank you for listening."

- Then WALK AWAY and don't look back. Eventually pupils will complete your sentences for you when you are consistent. It is VERY IMPORTANT to finish by bringing their attention to past positive behavior or the current good behaviour of the class. Normalising compliance.

# Behaviour Policy

| **3 SCHOOL RULES** | **3 ways to recognise conduct that is 'over & above':** |
|---|---|
| <ul><li>Ready</li><li>Respectful</li><li>Safe</li></ul> | <ul><li>Positive recognition boards</li><li>Above and Beyond certificates/postcards/ phone calls home</li><li>Hot Choc Friday</li></ul> |
| **3 adult behaviours we don't want to see:** | **3 adult behaviours we do want to see:** |
| <ul><li>Inconsistency</li><li>Reprimanding in public</li><li>Shouting</li></ul> | <ul><li>Calm</li><li>Kind</li><li>Fair</li><li></li></ul> |
| **3 restorative questions for follow up:** | **3 ways of dealing with unwanted behaviour:** |
| <ul><li>What's happened?</li><li>Who's been affected?</li><li>What can we do to make things better/right?</li></ul> | <ul><li>Use 'I've noticed...' consistently</li><li>Refer to 'the script'</li><li>Time out - Repair</li></ul> |